

# Birth to Three SPED Directors

December 15, 2015

# Results-Driven Accountability



OFFICE OF SPECIAL EDUCATION PROGRAMS

# OSEP Accountability Framework

- Raises bar for state special education and early intervention programs (Part B and Part C)
- Improve educational outcomes for America's 6.5 million children and youth with disabilities
- Major shift in way US DOE oversees effectiveness of states' special education early intervention programs

# NEW INDICATOR

**Indicator C11:** The State's State Performance Plan/Annual Performance Report (SPP/APR) now includes a State Systemic Improvement Plan (SSIP) that meets the requirements of this indicator.

**Measurement:** The SSIP must be:

- Comprehensive
- Ambitious
- Achievable multi-year plan
- Developed with Stakeholders

# State Systemic Improvement Plan (SSIP)

- \*Increases capacity of EIS programs/LEAs to implement, scale up, and sustain evidence-based practices**
- \*Improves outcomes for children with disabilities (and their families)**



<b>Year 1 - FFY 2013</b> <b>Submitted 4/1/2015</b>	<b>Year 2 - FFY 2014</b> <b>DUE 4/1/ 2016</b>	<b>Years 3-6</b> <b>Due Feb 1, 2017</b> <b>Updated 2018, 2019, 2020</b>
<b>Phase I</b> <b>Analysis</b>	<b>Phase II</b> <b>Plan</b>	<b>Phase III</b> <b>Implementation</b> <b>and Evaluation</b>
<ul style="list-style-type: none"> <li>• Data Analysis</li> <li>• Analysis of State Infrastructure to Support Improvement and Build Capacity</li> <li>• State-Identified Measurable Result(s) for Infants and Toddlers with Disabilities and their families</li> <li>• Selection of Coherent Improvement Strategies</li> <li>• Theory of Action</li> </ul>	<ul style="list-style-type: none"> <li>• Infrastructure Development</li> <li>• Support for EIS Program/LEA in Implementation of Evidence-Based Practices</li> <li>• Evaluation Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Results of Ongoing Evaluation</li> <li>• Extent of Progress</li> <li>• Revisions to the SPP</li> </ul>

# State Identified Measurable Result (SIMR)

*To substantially increase the rate of children's growth in their acquisition and use of knowledge and skills, including early language/communication, by the time they exit the program, as defined by the targets established for Indicator 3B, Summary Statement 1 in each of the years  
FFY 2014-2018*

## SSIP Theory of Action

Strands of Action	If the State.....	Then regionally.....	Then	Results
<b>Data Quality</b>	<p>....establishes a process to obtain and report exit BDI scores for children exiting the Birth to Three programs regardless of reasons for exit</p> <p>....Provides BDI-2 training in collaboration with 619 to evaluators</p>	<p>....service coordinators/districts will increase the number of usable BDI-2 exit evaluations</p> <p>....evaluators will improve the reliability and validity of BDI-2 administration</p>		
<b>Accountability</b>	<p>....develops and implements a monitoring protocol to identify appropriate IFSP decisions and the use of appropriate recommended EI practices</p>	<p>....IFSP teams will increase evidence-based service decisions</p>	<p>....statewide data quality will increase</p> <p>....children and families will receive appropriate evidence based practice</p>	<p>....infants and toddlers exiting early intervention services will demonstrate increased growth in their acquisition and use of knowledge and skills (including early language / communication)</p>
<b>Professional Development</b>	<p>....provides support and TA to all partners to increase their active participation in the SSIP process</p> <p>....designs and implements training/TA to increase knowledge and skills and use of appropriate recommended EI practices</p>	<p>....Birth to Three partners will increase active involvement in SSIP process including analyzing data and making data informed decisions</p> <p>....providers will increase use of recommended practices</p>	<p>....parents and caregivers will be engaged in child's routine based intervention</p>	
<b>Recommended Practices</b>	<p>....presents a consistent statewide message about early intervention service delivery and evidence based practice</p> <p>....provides training and resources on appropriate use of family assessment and embedded routines</p>	<p>....service coordinators and providers will implement and cultivate family and caregiver engagement and coaching practices</p>		



# SD Evidence Based Practice Scale-Up

- Infrastructure Foundation
  - Restructure of State Office
    - Data Quality
    - Technical Assistance
    - Professional Development
  - Finance
  - Define Early Intervention/Birth to Three
    - Assisting families and caregivers to enhance the child's development

# SD Evidence Based Practice Scale-Up

## Service Coordinators

### Routines Based Interview

- Family Interview
- EcoMap
- Family Priorities

\*Training has begun

# SD Evidence Based Practice Scale Up

## IFSP Team

Development of Functional Goals based on  
family priorities from the routines based  
interview

# SD Evidence Based Practice Scale Up

## Providers

(school and private)

who serve Birth to Three Children

## Family/Caregiver Coaching Model

Training will begin Winter/Spring 2016

# Results

- Stronger relationships
- Enhanced family engagement and capacity to meet their child's needs
- Improved use of evidence based practices
- Improved child and family outcomes

# Training

## Service Coordinators

- Already Begun and ongoing

## Providers

- Online training modules (Stay tuned)
- Face to face regional or SPED Conference

Initial Implementation July 2016



Next Step....

Part 2 Webinar – December 18<sup>th</sup>

8:30-9:30 CT

More in depth look at evidence based practice -  
coaching families and caregivers and the impact -  
on outcomes.



Please email questions to:

[April.hodges@state.sd.us](mailto:April.hodges@state.sd.us)

We will address during Part 2 Webinar or  
throughout the training.